



October 1, 2021  
9:00 AM -12:00 PM  
Virtual Meeting  
Participants = 117

## Minutes

*(see slide deck and MDE report for additional details; these notes capture discussions and Q/A)*

- **Welcome** - Jennifer Klemm (Chair)
  - 2021-2022 DARTEP meeting dates and format
    - April 2022 - Hope College conference is scheduled to be held in-person
  - 2021-2022 Leadership Team:
    - Jennifer Klemm (Central Michigan University), Chair
    - Susan English (Aquinas College), Chair-elect/Secretary
    - Beth Feiten (Oakland University), Treasurer
    - Brian Filipiak (Eastern Michigan University), Technology Support
  - Open invitation to respond to input survey on DARTEP meeting topics  
<https://forms.gle/yqkBP4rguAPiJXSV9>
- **DARTEP Business**
  - April 2021 Minutes - APPROVED as written  
[https://darTEP.org/documents/2021/04/DARTEP\\_Minutes\\_Apr2021.pdf](https://darTEP.org/documents/2021/04/DARTEP_Minutes_Apr2021.pdf)
  - DARTEP Treasurer's Report - Beth Feiten
    - August Balance = \$7,578.27
    - Notification that we will be updating our banking account and information with Michigan Licensing and Regulatory Affairs (LARA)
    - Exploring alternatives to our contract with Merchant Services for credit card processing (e.g. Square).
    - Membership and Dues - letter sent to EPI contact; \$50 per member
    - Can pay with a credit card through November 30, or a check
  - Updates to DARTEP Policies and Procedures - APPROVED  
[https://darTEP.org/documents/DARTEP\\_procedures\\_040720.pdf](https://darTEP.org/documents/DARTEP_procedures_040720.pdf)
    - Laurie Burgess - motion; Jennifer Hu- support;
- **Organization Reports**
  - Michigan Association of College of Teacher Education (MACTE)  
(Did not acquire the minimum number of members for discount)

MACTE link to upcoming “CRT in Schools” conference:

[https://drive.google.com/file/d/16ZMaZh6JQMaTdt0AAUOV-1OSWKNWO\\_hPo/view?usp=sharing](https://drive.google.com/file/d/16ZMaZh6JQMaTdt0AAUOV-1OSWKNWO_hPo/view?usp=sharing)

- Michigan Public Deans
  - Talking with Senators Peters and Stabenow to increase awareness and understanding of impact of free community college tuition initiatives
- Michigan Independent Educator Preparation Institutions (MIEPI)
  - AAQEP pilot (NMU, Aquinas College, Calvin University)
  - Shared progress/challenges on new certification programs
- Other
  - For those interested in SEL, please join us for “Building Bridges-Breaking Silos: A Michigan SEL Convening on Oct 27-28. The conference will be held in-person at the Kellogg Center (MSU) in East Lansing, with a virtual option. Let me know if you have questions!
  - <https://michiganvirtual.org/course/social-emotional-learning-introduction-to-sel/>
- **MDE Updates (9:26 am)**
  - **Introductions**
  - **Social media sites**
  - Legislative Updates
    - Military Teaching Certificate (per K. Ried - part of a nationwide push for military dependents and members of the military)
    - See MDE document for other legislative updates
  - MTTC Updates (Bridgett McDowell)
    - Candidates can test sooner (Question: Guideline to apply 90% completion to claim on the Eligibility Roster?)
    - Score reports will have more detailed information
    - Test prep webinars; also see Faculty Resources section on MTTC site
    - [http://www.mttc.nesinc.com/PageView.aspx?f=GEN\\_HelpingCandidatesPrepare.html](http://www.mttc.nesinc.com/PageView.aspx?f=GEN_HelpingCandidatesPrepare.html)
    - Birth-K test development is just behind the Upper/Lower Elem test development; test objectives review meeting has been held; content validation will be sent later this month (Question: Some EPPs have candidates completing in SP22 - prior to the scheduled test release)

Subtest	Items	Cost	Passing Score
Professional Knowledge	50	\$59	220
Literacy	50	\$59	220
Mathematics	50	\$69	220
Science & Social Studies	60	\$59	220

- Data & Accountability Unit (Jason & Kate)
  - 2021 OEE Educator Workforce Data Report  
[https://www.michigan.gov/documents/mde/OEE\\_Annual\\_Report\\_2021\\_725166\\_7.pdf](https://www.michigan.gov/documents/mde/OEE_Annual_Report_2021_725166_7.pdf)
- EPI Performance Score Updates
  - New Methodology approved in Spring 2021; pending indicator data points (e.g.; Administrator survey, Candidate/Completer data, Clinical Observation Tool data)
- Administration Standards (10:00 am)
  - New standards approved August 2021
  - Will offer option for “Continuing Approval” process for programs that recently received initial approval (e.g.; 2018-2021)
- PK-12 Professional Standards
  - Publication coming soon on K-12 Professional Standards (Standards will be based on and aligned with other grade-band professional standards)
  - Will not need re-approval; just use Report of Amended program to document any PK-12 program changes
  - Because special education endorsements are tied to a grade band, it's the individual grade band standards that institutions should focus on. PK-12 Professional Standards will encompass the same domains, knowledge and skills of the individual grade bands, with a broader range of student considerations.
- Ed Prep 101 (10:08; Donna Fiebelkorn)
  - Guidance Documents to support EPPs in onboarding new personnel, introducing & updating program requirements, and addressing candidate concerns
  - Interactive webpage to access by role & topic

- Finalized documents housed on [MDE > Educator Services > Educator Certification > Educator Preparation Providers > Resources](#)
- Ed Prep 101 Topics:
  - MDE Overview
  - [Ed Prep Organizations](#)
  - Certification Structure
  - Marketability of Certificates & Endorsements
  - [MOECS Nuts and Bolts](#)
  - School Safety and Cert Candidates
  - MTTC
  - Program Requirements
  - [Document Retention](#)

## Break

- MDE Presentation: 5-9/7-12 Grade Bands (10:30am)
  - MDE/DARTEP revised diagram:
    - [https://www.michigan.gov/documents/mde/Certificate\\_Structure\\_623452\\_7.pdf](https://www.michigan.gov/documents/mde/Certificate_Structure_623452_7.pdf)
  - OEE Vision for new standards: More performance-based, infused equity focus, balance of content knowledge and pedagogical skills
  - MTTC tests will include narrower grade band foci on content and methods.  
If completing both grade bands, candidates will need to take both professional standards MTTC tests
  - Math standards updated:
    - [https://www.michigan.gov/documents/mde/Mathematics\\_Standards\\_5-9\\_7-12\\_699273\\_7.pdf](https://www.michigan.gov/documents/mde/Mathematics_Standards_5-9_7-12_699273_7.pdf)
  - Webinar recordings:
    - <https://www.youtube.com/playlist?list=PLwneOMyeLKicBDYxzseliwePEli5tb3R1>
  - Science Options: 5-9: broad Science, Physical Science, Biology, Earth/Space Science. 7-12: broad Science, Physics, Chemistry, Biology, Earth/Space Science
  - 5-9: Science; 7-12 Science, 5-9: life, earth, physical, 7-12: biology, chemistry, earth, physics
  - Program Revision Workshop shared document:
    - <https://drive.google.com/drive/folders/1tLy1b1faqXokPdgcJKstPrElmpbGo1KG?usp=sharing>
  - Small Group Discussion
    - Meeting notes attached, below.

- Identify a couple of key questions or challenges to discuss with the whole group
  - Whole Group Q & A
    - Reminder to share the “Welcome Back Proud Michigan Education (PME)” campaign. List that contains approximately 2000 teachers looking to return to the profession. [Welcome Back PME Campaign](#)
    - Concerns expressed about the need for candidates to take multiple tests and the cost of taking multiple tests
    - Expressed concerns regarding program capacity issues
    - Clinical requirements by grade band and across diverse settings; how will this be assigned and tracked?
    - Questions raised about institution transfer agreements. Suggestion offered that some institutions allow students who are transferring-in to enter under the catalog year that they started at the transfer institution.
    - Questions raised about the need to support old catalog programs. Suggestion made to use the hard deadline of the MTTC test as one way to leverage student completion under old catalog programs. The sunset for MTTC tests is a hard deadline.
    - Challenge posed by the range of potential curriculum content from 5-6 elementary classrooms through grade 9 high school classrooms.
- **Break/Transition to Job-Alike Meetings (10 minutes)**
- **Job-Alike Meetings**

Meeting notes attached, below.

  - Break-Out with Job Alikes
  - Whole Group Job-Alike Report Out
  - Anecdotal feedback:
    - Move Job-Alike session earlier on the agenda, but keep it after the MDE presentation
    - Make this central focus
- **Wrap Up**

Submitted by S. English

From your job perspective, what **challenges or questions** do you have regarding the 5-9/7-10 certification grade band? Do you have any **suggestions to share** with others? (e.g.; *impact on other subject areas, grade band overlaps, shifts in standards, working across departments/colleges, integration of clinical across programs, supporting co-construction partnerships*)

Breakout Group #	Summarize notes, comments, and questions: <b>5-9 &amp; 7-10 Certification Grade Bands</b>
3	<p><b>How are various universities keeping track of field experiences across the program?</b></p> <ul style="list-style-type: none"> <li>● <a href="#">EXXAT</a> has been purchased and is being piloted by Andrews University (Luana Greulich) for tracking clinical hours in various schools within the college (keeps track of placements, hours, and mentorship input) -- billing based per student and can be adjusted, cost comparable to other programs, if discontinued will allow institution to keep all data;</li> <li>● Aquinas has two sets of shared spreadsheets for tracking clinicals: 1) course instructors enter description of type of clinicals and # of hours for course into a crosswalk spreadsheet 2) students are given a Google sheet from SOE main office to track their own clinicals and must track course, placement school, type of school, type of placement (exploratory, flex, apprenticeship, internship), and link logs/course work that has faculty and CT sign-off;</li> <li>● CMU uses a data warehouse TaskStream to track hours and clinical office then loads them up into degree progress, mentor teachers verify within, hired additional support to help track field experience</li> <li>● Alma College uses TK20.</li> <li>● WMU uses Tk20</li> </ul>
4	<p>Are programs offering all areas in science across bands? Are there issues with candidates moving to other states and states not recognizing the general science endorsement? If candidates are 7-12 general science and want to add MS bio, they would need to complete the 5-9 general science first, correct? How are institutions thinking about mitigating the MTTC costs for candidates? Concerns about the number of tests they will need to take. Can we utilize the P-12 partnerships to mitigate costs? Are there alternative solutions to helping teachers get additional certifications?</p>
7	<p>Pedagogical side - working with content faculty that think this is "yours", not "ours"          Differentiating 5-9 and 7-12 expectations for coursework linked to the MTTC. How to build content majors efficiently.          Teaching out one program, small populations, how to phase through and support them in choosing the right MTTC test, want all to feel supported          Secondary content area, not as used to types of scenario questions. Need to start earlier with scenario questions.          Content areas have a 1 credit course at Siena Heights to review before MTTC</p>
8	<p>Capacity to offer so many science programs- only need to offer SCIENCE. Capacity to offer old and new programs simultaneously. What are the end dates for Math and ELA? Won't specify end dates, but can see the final date for MTTC here:  <a href="https://www.michigan.gov/documents/mde/Certificate_Structure_623452_7.pdf">https://www.michigan.gov/documents/mde/Certificate_Structure_623452_7.pdf</a>          Program closure application to MDE with student roster. Reviewers needed for MG/HS - will have separate review teams for Professional, ELA, and Math. Grade band bookend clinicals - what does this look like for MG/HS? For 5-9 it will be best to strive for some experience in grades 5 and also grade 9 and then some in the middle. For the HS, it makes sense to work toward having a middle grades, upper high school, and then something in the middle. Can MDE host a webinar for content area faculty to help build understanding of the shifts?? What are implications for clinical experiences in general Science / Social Studies?</p>
10	<p>Discussion about whether or not institutions are offering 5 - 9 in addition to the others. Some thinking about 7 - 12 as a major and 5 -9 as a minor. For the 5 - 9 math endorsement, what math courses would they NOT be able to teach? Or...what is 9th grade math?          Discussion about the clinical requirements for these secondary bands - a number of programs requiring clinical in the methods courses or in EDUC program when faculty isn't prepared to engage in P-12.</p>

	Faculty - who is teaching methods courses & who is overseeing clinical hours?
11	It is helpful to keep programs similar in terms of meeting the needs for students in the various content areas - Hard to differentiate within 120 credits 5-9, 7-12 PE and content area to meet needs of all standards. Sometimes it is hard to also juggle this with the needs of clinical. (Especially problematic - needs of general science- will there be different clinical requirements in multiple placements? (biology, earth science)

2 Field Placement throughout coursework. Could MDE host a webinar for content area faculty explaining the importance of the pedagogy in addition to content knowledge(That would be great.)

Do you think standards will allow for a program where students can get a 3-6 cert and add a 5-9 endorsement?

DARTEP October 2021 - Job-Alike Sessions Minutes

Group	Summarize notes, comments, and questions...
Deans & Directors	<p><b>Possible Discussion Starters:</b></p> <ul style="list-style-type: none"> <li>❖ Curious about other programs that have started offering both elementary grade bands, how they are managing the field placements</li> <li>❖ Gr5-9/7-12 Programs -- Managing relationships with outside academic departments</li> <li>❖ learning the ropes (as a new-to-Education dean)</li> <li>❖ MDE program applications, clinical experiences, competency-based focus</li> <li>❖ Recruitment for teachers</li> <li>❖ The impact of CRT legislation (proposed in MI, pending and enacted elsewhere) on teacher prep</li> <li>❖ Will there be a MTTC test like 103 in the future.</li> </ul> <p>NOTES (Susan E.):</p> <ul style="list-style-type: none"> <li>- Our PK12 partners are feeling overwhelmed and our additional clinical placements are not always as welcomed. (With the exception of student teaching - which presents a possible hire opportunity.)</li> <li>- We are also in competition with a new teacher cadet/academy program for clinical placements</li> <li>- Partnership relationships are stressed... Admin changes... Recognize the need for more formal MOU agreements</li> <li>- Offer added support and training for CT/mentors ("field-based teacher educators"); can this be expanded to novice teacher mentorship and support</li> <li>- Can some clinical activities be designed as credit-generating? Not only will they be revenue-generating but it would make them transcript-able.</li> <li>- Fewer school partners but more intentional placements and partnerships</li> <li>- How can we cover the COST of this? ...especially when we have a reduced number of credits in our revised programs? (Discussion regarding institutional models for academic program cost/revenues.)</li> <li>- Challenges with approval for faculty searches - tenure-track, non-tenure track, fixed term... Faculty status for clinical placement coordinator roles?</li> <li>- CRT - perceptions and community concerns</li> </ul>
Certification Officers	<p><b>Possible Discussion Starters:</b></p> <ul style="list-style-type: none"> <li>❖ CTE/ VT "endorsements"</li> <li>❖ Health/PE individual endorsements phasing out</li> <li>❖ How new grade bands will affect certification in other states. For instance, if certified in MI with PK-3rd Grade + TESOL.</li> <li>❖ Interim Teaching Certificate Additional Endorsements</li> <li>❖ Latest Updates to Certification if any</li> <li>❖ MDE policy for allowing life experience to (1) substitute for required endorsement area coursework leading to initial teacher ce</li> </ul> <p>NOTES (Michele M):</p> <ul style="list-style-type: none"> <li>- Ask if anyone was offering alt route to obtain endorsements for current certified teachers, UofM is and will share info.</li> <li>- MSU is not going to offer both elementary grade bands and asked how that is going to affect reciprocity between states for our certified teachers.</li> <li>- Asked about more training for the Certification officers, prior to the enroll out of ED 101</li> <li>- Especially additional training for special ed temp approvals in MOECS, and the fact that MOECS does not send an alert when there is a pending approval. Donna Billings does these every year and Krista will send link to the group</li> <li>- MOECS profiles, if you have more than one, make sure you remember to change it</li> </ul>



	<ul style="list-style-type: none"> <li>- Talked about the new MTTC Vouchers and the fact that they switched to the new amount, and not everyone has switch to the new elementary programs, not to mention the secondary test are all at the \$129 cost and if you use two vouchers its more then the cost of one test. One institution has gone ahead and purchased additional vouchers at \$60.00 to make sure they are not wasting voucher money.</li> </ul>
<p>Field Placement Coordinators</p>	<p><b>Possible Discussion Starters:</b></p> <ul style="list-style-type: none"> <li>❖ Seeking out and securing diverse placement opportunities</li> <li>❖ SCECHS</li> <li>❖ When do you submit request forms for Fall field placements?</li> </ul> <p>NOTES (Stacy S):</p> <ul style="list-style-type: none"> <li>• When submitting forms to school HRs for field placements: <ul style="list-style-type: none"> <li>○ UDM - Feb. for fall placements, May for Jan. placements;</li> <li>○ WMU - pre-intern placements are requested 2-3 months prior to placement start (Oct. for Jan. placement);</li> <li>○ SVSU - Meet w/fall interns 1 year prior and request beginning Dec./Jan. For following fall -- first meeting for spring interns meet in Feb. and requests begin over summer;</li> <li>○ Smaller institutions reported seeking Jan. placements in early fall the semester prior and seeking fall placements in the spring prior</li> <li>○ request in Sept. to all districts requesting different placement opportunities for upcoming school year (per? Didn't catch the name of the university and then we were taken out of the breakout room)</li> </ul> </li> </ul>
<p>Accreditation &amp; Assessment</p>	<p><b>Possible Discussion Starters:</b></p> <ul style="list-style-type: none"> <li>❖ Organization of evidence for the self-study</li> <li>❖ Self-Study Report, completer effectiveness data collection</li> <li>❖ CAEP conference and workshop options</li> </ul> <p>NOTES (Doug B. ):</p> <ol style="list-style-type: none"> <li>1. CAEP Conference this fall is virtual and workshops. First is self study and the second is visit logistics.</li> <li>2. Cross tabbing evidence for the self study was discussed-trying to find the best way to do that. Those that have been reviewers discussed how to do this efficiently and make it easy to find.</li> <li>3. AQQEP pilot was discussed. NMU, Aquinas, and Calvin have joined the pilot. Calvin feels very supported in their initial work with them. Accreditation process seems very connected to the CAEP process. A crosswalk between the two seems like a good idea as one of the theme's to the Hope Conference in April.</li> <li>4. Self study support groups was discussed. Gina can connect those working on self studies if you wish.</li> <li>5. A desire to have completer data streamlined. Student growth data is protected by the district. How can we get this data efficiently?</li> </ol>